



What are accommodations?

 Accommodations are changes in the standard practices and procedures used to teach and assess students.

What practices does this include?



- Presentation accommodations Allow students to access information in ways that do not require visual reading of standard print.
- Response accommodations Allow students to complete activities or respond to questions in different ways.
- Setting accommodations Change the location in which an activity or test occurs or the conditions of the setting.
- Timing and Scheduling accommodations Change the way in which the time is organized.

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Don't accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.



Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are to participate in state and system wide assessments with appropriate accommodations, where needed.
- The state must report the number of students with disabilities provided with accommodations in order to participate in regular assessment.



Impact of Accommodations on **Test Scores**

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.

Nonstandard Accommodations

change the nature of what is being measured by a test.

Impact on Validity of Test **Score:** none; score can be aggregated with scores of

students taking the test without accommodations.

Impact on Validity of Test

Score: The score becomes invalid, the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.

Eligibility for Accommodation Use for the CRT

Students	Standard	Nonstandard
General student population	-Can be used, based on individual student need; not as an instructional strategy for groups of studentsMust be routinely used by student in classroom 2-3 months prior to testing.	-Not allowed under any circumstances.
Students with IEPs or 504 plans	-Can be used, based on individual student need; not as an instructional strategy for groups of studentsMust be documented in IEP/504 plan.	-Can be used if need is documented in IEP/504 plan.
LEP Students	not as an instructional [*] strategy for groups of students.	-Can be used if need is documented in IEP/504 plan or after consultation with the OPI state assessment director and the OPI bilingual specialist.

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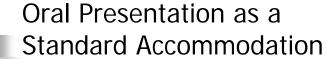
Link Between Testing and Instructional Accommodations



- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction.
- The specific and unique demands of the testing situation should also be considered in identifying needed supports.

Analyze	e Test Demands (Elliott & Thurlow	
Allaryzo	CITION (Elliott & Thurlow	
Setting	-Can the student focus on his or her own work with 25-30 other students in a quiet setting?	
	-Does the student display behaviors that are distracting to other students taking the test?	
	-Can the student take the test in the same way it is administered to other students?	
	-If the student needs some external support (e.g., interpreter), would this be distracting to others?	
Timing	-Can the student work continuously for the entire length of a typically administered portion of the test?	
	-Does the student use accommodations that require more time to complete individual test items?	
Scheduling	-Does the student take a medication that dissipates over time?	
	-Does the student's anxiety level increase dramatically when working in certain content areas?	

(con't)	
Presentation	-Can the student listen to and follow oral directions given by an adult or an audiotape? -Can the student see and hear? -Can the student read?
Response	-Can the student track from a test booklet to a test response form? -Is the student able to manipulate a pencil or other writing instrument?
Other	-Is this the first time that the student will be taking th type of test?
	-Other considerations??



Math and Science:

 Tests may be read aloud to a student by the Test Administrator as a standard accommodation.

■ Reading:

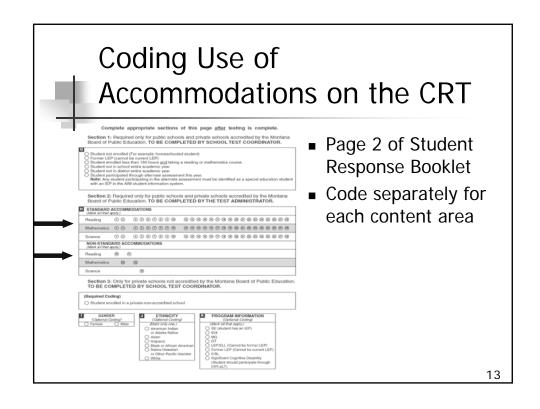
 Test questions and answer choices may be read aloud to a student by the Test Administrator as a standard accommodation.
 The reading passages MAY NOT be read aloud to a student as a standard accommodation.

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Oral Presentation as a Non-Standard Accommodation

■ Reading:

 Reading aloud of the reading passages to a student or the student uses text-reader software for reading passages is considered a non-standard accommodation.



Document Stu	dent	Need fo	r	
			-	
Accommodation	ons			
	Student Name:	IEP Do	de:	
		SUPPLEMENTARY AIDS AND SERVICES		
PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS The student will participate in the State Districtwide assessments in the following manner: (Check one box for each text.) RETerts (Grade: \$5,10) Na bitrictwide: Text. Na Without accommodations With accommodations() With accommodations() With accommodations() With accommodations() CRT-Alternate* Alternate Assessment dentify any text accommodations that must be provided for the student:	Regular education classes, other education-related settings, and extraourricular and nonacademic settings, where accord/hodustons/ modifications are needed.	Specific accommodations, modifications, supplementar, assistive technology or other forms of support to enable subsibilities to be deadned with clidities without disabilities modifications or supports for teachers, related service previders and others working with this student.	children with ities. Include program	
Districtwide:				
For any student who participates in an alternate assessment describe:	CONSIDERATION OF SPECIAL FACTORS			
Why the child cannot participate in the regular assessment, and:	 Does the student's behavior impede his/her learning or that of others? Does the student larve communication needs? Does the student require assister studendegy devices or services? It is the sudent require assister the studendegy devices or services? Any item above checked "Z". Any item above checked "Z". 		YES NO	
industive behavior require substantial adjustments to the regular curriculum; learning objectives and expected outcomes focus on functional application, as slown by the IEP's goals objectives; and the student requires direct and extensive instruction to acquire, maintain, regularize and transfer skills. For students who participate in the CRT-Alternate, the student's IEP must contain brackmarks or short-term objectives.	For a student with blindness or Does the student need train H"Yes" is checked, trai Does the student need instru H"No" is checked, does	thead impairment \[\] N/A ing in orientation and mobility? ming must be addressed in the IEP. action in Braille or the time of Braille? rube in the notes why instruction in Braille or the use of This decision must be based on evaluation results.	YES NO	





Do.....

 make accommodation decisions on an individual basis.

-systematically use accommodations during instruction and carry these same practices into the assessment process.

- base the decision a bout accommodations on the individual needs of the student.
- consult the state list of testing accommodations <u>after</u> determining what the student needs.
- evaluate the student's accommodations periodically because student needs change over time.

Do not.....

- make accommodation decisions on a group basis.
- •introduce a new accommodation for the first time in an assessment.
- base the decision about what accommodations a student will use on the student's disability category.
- start from the state list of accommodations when considering what accommodations a student will use in an upcoming test.
- pick accommodations once and then never re-evaluate the need for them or for new ones.

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